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ABSTRACT

This account of the education system in the Netherlands provides information on the administration and management of the system. The account is limited to a summary of the types of schools existing under current educational legislation. A general outline is also given of legislation and funding, the duration and nature of courses, and arrangements for participation in decision making by parents, students, and staff. A brief mention is made of important developments. The statistical information was taken from publications by the Central Bureau of Statistics. (SI)

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Ministerie van
Onderwijs en Wetenschappen

The Dutch Education system

Docinform no. 332 E
Ministry of Education and Science

ED309503

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The Dutch Education system

Docinform no. 332 E
Central Information, Library and
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Ministry of Education and Science
Zoetermeer, 1988

This publication replaces Docinform no. 331 E

Foreword

This publication provides information on the organisation of the Dutch education system, especially such information as is vital for a good understanding of the administration and management of the system.

It also gives an account of the education system as funded by the Ministry of Education and Science and the Ministry of Agriculture and Fisheries. The account is limited to a summary of the types of school existing under current educational legislation. A general outline is also given of legislation and funding, the duration and nature of courses, and arrangements for participation in decision-making by parents, students and staff. A brief mention is made of important developments.

The statistical information was taken from publications by the Central Bureau of Statistics.

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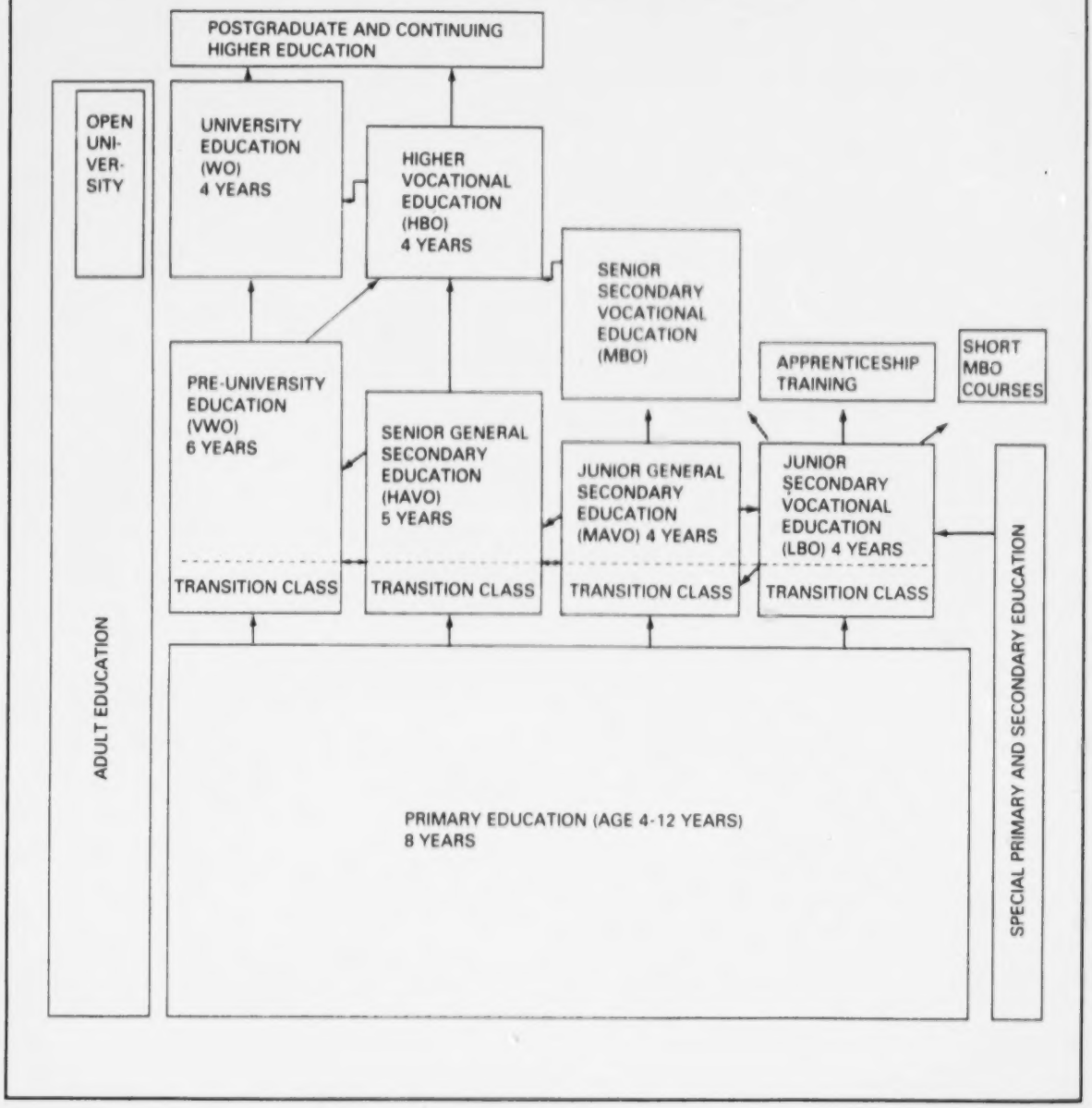
SCHEME

DIAGRAM OF THE DUTCH EDUCATION SYSTEM


POSTGRADUATE AND CONTINUING HIGHER EDUCATION
OPEN UNI-VER-SITY
UNIVERSITY EDUCATION (WO) 4 YEARS
HIGHER VOCATIONAL EDUCATION (HBO) 4 YEARS
SENIOR SECONDARY VOCATIONAL EDUCATION (MBO)
APPRENTICESHIP TRAINING
SHORT MBO COURSES
PRE-UNIVERSITY EDUCATION (VWO) 6 YEARS
SENIOR GENERAL SECONDARY EDUCATION (HAVO) 5 YEARS
JUNIOR GENERAL SECONDARY EDUCATION (MAVO) 4 YEARS
JUNIOR SECONDARY VOCATIONAL EDUCATION (LBO) 4 YEARS
TRANSITION CLASS
TRANSITION CLASS
TRANSITION CLASS
TRANSITION CLASS
ADULT EDUCATION
PRIMARY EDUCATION (AGE 4-12 YEARS) 8 YEARS
SPECIAL PRIMARY AND SECONDARY EDUCATION

1 General remarks

The Dutch education system can be divided into three main categories:

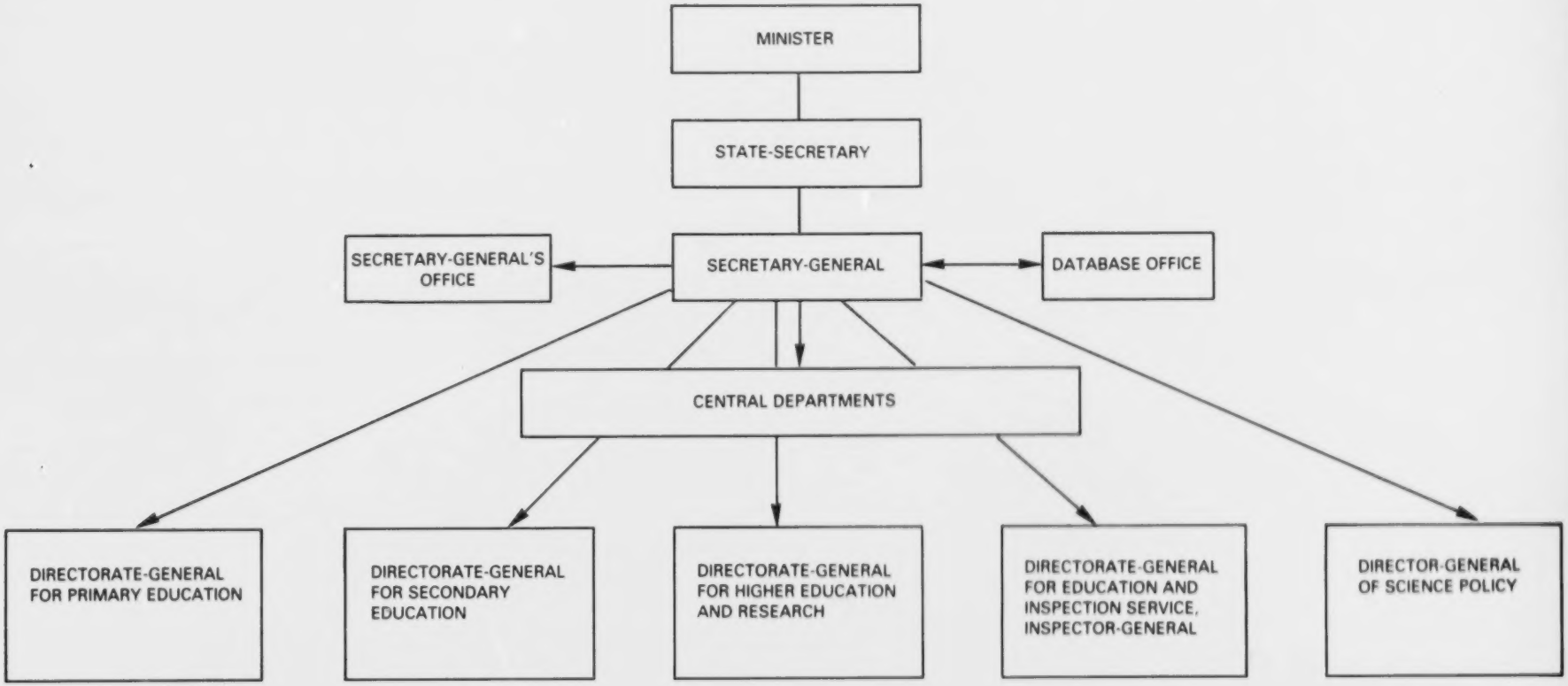
- primary education for pupils from 4 to about 12 years of age;
- secondary education for pupils from about 12 to 18;
- higher education for students from about 18 onwards.

Education in the Netherlands is governed by law. The main education acts are:

- the Primary Education Act of 2 July 1981;
- the Special Education Interim Act of 21 December 1984;
- the Secondary Education Act of 14 February 1963;
- the Higher Vocational Education Act of 10 January 1985;
- the University Education Act of 25 September 1985;
- the Open University Act of 14 November 1984;
- the Compulsory Education Act of 30 May 1968;
- the Adult Education Framework Act of 10 September 1985;
- the Apprenticeship Act of 12 May 1966.

Education is compulsory from the age of 5 to 16. Young persons who leave full-time education after 11 years of schooling must then attend school for one or two days a week for an additional year.

Anyone in the Netherlands is free to provide education (Article 23 of the Constitution; see Chapter 3). This means that schools can be set up by private initiative and run by societies or foundations. Schools of this kind are called private schools, as opposed to those that are established and run by government, which are called public-authority schools. Private schools are often founded on the basis of religious or other beliefs. Publicly-run and privately-run schools are funded according to the same criteria. The competent authority is responsible for what goes on in the schools, in so far as this is subject to statutory provisions. Central government is the competent authority for state schools, the municipal authorities for local-authority schools and the school boards for private schools.


MINISTER
STATE-SECRETARY
SECRETARY-GENERAL'S OFFICE
SECRETARY-GENERAL
DATABASE OFFICE
CENTRAL DEPARTMENTS
DIRECTORATE-GENERAL FOR PRIMARY EDUCATION
DIRECTORATE-GENERAL FOR SECONDARY EDUCATION
DIRECTORATE-GENERAL FOR HIGHER EDUCATION AND RESEARCH
DIRECTORATE-GENERAL FOR EDUCATION AND INSPECTION SERVICE, INSPECTOR-GENERAL
DIRECTOR-GENERAL OF SCIENCE POLICY

2 The Ministry of Education and Science

2.1 The Ministry of Education and Science is headed by the Minister of Education and Science who is responsible for coordinating science policy as well as for education. There is a State Secretary for Education and Science, who is in charge of certain specific matters. The secretary-general is the most senior civil servant in the Ministry.

The Ministry is made up of: four directorates-general, each comprising a number of directorates and "education departments"; various general units called "central departments"; the Science Policy Directorate; and the Database Office. The "education departments", each headed by a director-general, are responsible for dealing with certain aspects of education or research policy; the "central departments", which come directly under the secretary-general, carry out support activities for the other units of the Ministry or for educational policy in general. The Science Policy Directorate coordinates science policy, and is headed by a director-general. The Database Office is based in the town Groningen and deals with student grants and loans, study costs allowances for full-time pupils and evening class students, the collection of school and course fees, the implementation of regulations governing the legal status of education staff, the allocation of places to and registration of first-year students in higher education and the evaluation of diplomas awarded abroad.

2.2 The Minister of Education and Science is charged under various education acts with the inspection of education. This is carried out on his authority by the Education Inspectorate, headed by the Inspector-General of Education (see Chapter 16).

3 Freedom of education

3.1 The provisions on education contained in Article 23 of the Constitution are central to educational legislation in the Netherlands. They form the framework within which educational legislation should operate. The main features of these provisions are given below.

3.2 The most crucial elements of the provisions laid down in the Constitution are:

a. Education shall be the constant concern of the government. This provision, which dates from 1815, indicates that the social function of education is deemed to be of such vital importance to the community that it is the duty of government to promote it.

b. All persons shall be free to provide education, without prejudice to the restrictions placed on this. This provision, dating from 1848, embodies the classic constitutional right of all persons to provide education. Interference by the authorities is prohibited under the Constitution, except with regard to supervision and to requirements concerning the moral integrity and competence of teachers, if and in so far as parliament (and only parliament) decides that such restrictions are desirable.

c. Since 1848 it has therefore been prohibited by the Constitution for the government to interfere in education provided by persons other than the public authorities, except in so far as such intention is permitted by parliament, and parliament alone, in the case of education financed from public funds but provided by others. This provision dates from 1917, when after many years of argument, the equality of public-authority primary education and private primary education financed from public funds was finally acknowledged.

3.3 After 1917 the equality of public-authority and private education was systematically extended by parliament: first established only with regard to primary education, this principle has now applied for many years to all types of education, from primary schools to universities.

3.4 Below are a few essential features of the provisions with which the Constitution directs parliament:

a. public-authority education must be regulated in such a way that it pays due respect to everyone's religion or belief;

b. the standards required of public-authority and private schools must be regulated in such a way that these standards are fully guaranteed in both types of school;

c. in regulating the standards required of private schools, due regard must be paid to their freedom to provide education in accordance with their religious or other beliefs. (Case law in the Netherlands regards private education as being based on one of the religions or other beliefs that are to be found in Dutch society). The Constitution explicitly names two areas in which the freedom of private schools must be respected: the choice of teaching aids and the appointment of teachers. These two matters are therefore the sole concern of the competent authority of the educational institution in question;

d. public-authority and private schools must be treated equally with regard to funding. Public-authority institutions which are legally bound to comply with the standards and other rules laid down by law, and private schools which choose to comply with the same requirements and conditions, are financed, as long as they do so, from public funds according to the same criteria.

4 Central government and the local authorities

4.1 General remarks

The government pursues education policy at various administrative levels through its agents:

- at central level through the Minister of Education and Science;
- at provincial level through the provincial authorities, i.e. the Provincial Council and the Provincial Executive;
- at local level through the municipal authorities, i.e. the Municipal Council and the Municipal Executive (the Burgomaster and aldermen).

A distinctive feature of the Dutch education system is that it has a centralised education policy combined with decentralised administration and management of schools. The government controls education by means of regulations. It may do so directly by imposing qualitative and quantitative standards to be met by the educational process in schools and/or the results they produce or indirectly by means of regulations concerning the financial and other resources that schools receive from the government and the conditions that schools must comply with, for example regarding the legal status of teachers.

4.2 Educational legislation

The vast amount of educational legislation, made up of acts and implementation decrees, includes provisions delineating, where necessary, the responsibilities of the various agents involved.

Educational legislation – at least the major acts (the Primary Education Act, the Special Education Interim Act, the Secondary Education Act, the Higher Vocational Education Act and the University Education Act) – contains three distinct categories of regulations:

- those on the standards required of schools (the structure, length of course, curriculum, rules for admission, examination arrangements and the requirements that must be met by teachers);
- those on funding (start, manner and termination of funding);
- those on inspection.

4.2.1 *Standards*

Partly because the Constitution so requires (see Chapter 3), parliament has laid down the standards required of schools, taking into account that it must be possible in certain situations to deviate from the general rules: for instance, with regard to the curriculum and the content of the school work plan. Under educational legislation it is usually central government (the minister) who is responsible for approving any such deviation, though he/she may first seek the advice of the Education Council (see Chapter 17). This power, which the minister uses in order to protect the public interest, is exercised with regard to both public-authority and private schools.

4.2.2 *Funding*

As regard the implementation of the rules on funding, it can be noted in general that:

a. with regard to primary schools, the law confers certain powers and imposes a number of obligations on the municipal authorities. It should however also be said that the municipalities (or in some cases the provinces) are bound by certain criteria laid down by parliament;
b. with regard to secondary, higher vocational and university education, the minister is responsible for the implementation of almost all funding regulations.

4.2.3 *Inspection*

Under the provisions of the various education acts, the minister is responsible for the inspection of public-authority and private education (see Chapter 16).

4.3 Distribution of responsibilities and powers

4.3.1 *Central government*

Central government bears primary responsibility for pursuing a national policy and promoting innovation in education. Under the Constitution this is the concern of parliament, and the local authorities are entitled to no further powers than those accorded them by law. In fact, the provincial and municipal authorities are granted few powers, if any, under the law. The explanation for this lies in the principle of equality set out in Article 23 of the Constitution (see Chapter 3): delegation of the power to stipulate the requirements and conditions to be imposed on private schools to the local authorities would not be in the interests of the equal treatment of public-authority and private schools.

4.3.2 *The provincial authorities*

The provincial authorities have traditionally played an extremely modest role in education. Their involvement has mainly taken the form of carrying out statutory supervisory and judicial duties, such as ensuring that there are adequate public-authority schools, and acting as appeal bodies with regard to decisions taken by the municipal authorities.

In recent years their range of activities has been substantially increased, and now includes many matters that fall more or less within the autonomous scope of the provinces: for instance, adult education and the structuring of regional consultation. Moreover, the government has gradually given the provinces new advisory and planning duties in respect of educational provisions. Since 1976, for example, they have had advisory powers within the framework of the Schools Plan for secondary education, while the new legislation on special and primary education confers planning responsibilities on them.

4.3.3 *The municipal authorities*

The main significance of the municipal authorities in education lies in their role as the competent authority for public-authority schools; they also act as the local authority for all schools (publicly and privately run) in the area. As such, the municipal authorities have a wide variety of executive duties, including ensuring that the Compulsory Education Act is observed and allocating funds to public and private schools to cover non-staff costs. Moreover, the four largest municipalities have been given the same advisory powers as the provinces with regard to the planning of secondary schools.

4.4 Transfer of responsibility for the administration of state schools

At the beginning of 1988 the Minister produced a draft bill proposing that responsibility for the administration of state schools be transferred to the municipal authorities by 1 August 1995 allowing central government to relinquish its executive responsibilities as the competent authority for state secondary schools.

4.5 Regionalisation

In the education system there is no intermediate level between central government and the school authorities (public-authority and private). Regionalisation was first discussed in the seventies. Initially the emphasis was on territorial decentralisation, i.e. the delegation of powers from central government to an intermediate level; later it shifted to supporting intermediary associations of schools of similar types.

The publication of the circular "Regional Consultation on Primary Education" (or the Ropo Scheme) in April 1984 marked the start of the implementation of regionalisation policy. The scheme was originally to last three years, but has

since been extended to 1 January 1990. One of its objectives was to advance educational innovation and improve cooperation between schools and types of school by means of regional primary education bodies (Ropo).

5 Conditions of employment of staff in education

5.1 General remarks

The legal status of staff in education as a whole, apart from the universities (see 5,7), is regulated by the Legal Status (Education) Decree (RPBO). This decree applies directly to staff employed in publicly-run schools (municipal and state schools). As regards staff in private schools, compliance with the RPBO is a prerequisite for receiving a government grant, which means that if a school wishes to be funded by central government, the school board must incorporate the provisions of the RPBO in its staff employment contracts. In actual fact the differences in the legal status of the two types of staff are very slight.

When discussing conditions of employment, it is important to distinguish between teaching and non-teaching staff, i.e. caretakers, clerical staff, canteen managers etc.

5.2 General conditions of employment

There are a number of general acts containing regulations that apply equally to the legal status of staff in education. These regulations cover:

- pensions;
- voluntary early retirement;
- sickness benefit;
- redundancy pay;
- holiday allowances;
- holidays for non-teaching staff.

5.3 Conditions of employment specific to education

The RPBO contains various conditions of employment peculiar to education. For instance:

- holiday leave (about 60 days per year) during the school holidays;
- the requirement that the competent authority must draw up redundancy regulations, determing the order in which staff may be made redundant if staff numbers have to be cut. The RPBO does not however stipulate the content of such regulations.

5.4 Appointments

Appointments are made by the competent authority of a school, namely:

- the Minister of Education and Science for state schools;
- the municipal executive for municipal schools, unless the municipal council has ordained otherwise;
- the school board for private schools.

Candidates must produce:

- a certificate of competence (for teaching staff only);
- a medical certificate to the effect that the candidate is not suffering from disease or disablement;
- a certificate of good conduct.

All teachers are public servants but they are employed on different types of contracts. Teachers at public-authority schools are appointed in a way analogous to central government civil servants. Teachers at private schools are employees employed on civil law contracts of employment.

5.5 Salary system

In 1985 a new salary system, the HOS (Education Staff Salary Structure Review) came into operation. This system is based on remunerating teachers according

to the post they hold, as opposed to the situation before 1985 when the level of a teacher's salary was determined by his/her qualifications. In order to ascertain to which post a teacher is to be appointed, it must first be decided for each individual school what posts are available given the establishment. Each post has a maximum scale and one or more preliminary scales corresponding to two or more of the scales in the Civil Servants Pay Decree 1984 (BBRA). Where a teacher is placed on these scales is linked to previous work experience (seniority). Each member of staff then progresses through the preliminary scale or scales in accordance with the career structure for his/her post. The preliminary and maximum scales are the same as those for civil servants.

A completely new concept which has been introduced is that of senior teacher, that is, a teacher who has carried out his/her duties to the full, has progressed through the preliminary scale or scales according to the appropriate career structure and has satisfied certain promotion criteria. These criteria relate to in-service training on the one hand and the versatility of the teacher on the other. They have been specified in detail for each type of school.

Another new element is that the number of hours a week for which a teacher is engaged cannot in principle be reduced without his/her consent. A teacher can only be faced with a compulsory reduction in working hours if he/she comes under the new job security regulations. Under these regulations teachers in permanent employment can in principle only be made to accept a post with fewer hours if in the last four consecutive years their post has shrunk to less than two-thirds the number of hours for which they were originally appointed. At the beginning of the fifth year their post may than be fixed at the number of hours that is currently available given the establishment.

5.6 Extent and nature of the teacher's duties

Primary school teachers normally work 40 hours per week. The standard workload for secondary school teachers, measured in "establishment units" (i.e. "lesson units" and "duty units"), is 29 units. A teacher's work involves both teaching and non-teaching duties. The latter include attending staff meetings, maintaining contact with parents, attending in-service training courses and supervising student teachers. For some activities, such as careers counselling and tutoring, the competent authority may allocate a number of "duty units". Teachers who have been given extra duties are awarded duty units instead of lesson units so that they can be partially released from teaching in order to perform these duties.

5.7 Legal status of university staff

Staff in state universities come under the Legal Status (University Education) Regulations (RRWO). Several chapters of these regulations came into effect in 1987; the others will be added successively. The regulations state that the same provisions are applicable to university staff as to civil servants in general, and adds several more provisions that apply specifically to university staff, for instance concerning appointments and redundancies, the accumulation of days off in lieu of a shorter working week (to be taken as a block after several years), discussions between staff and their immediate superiors about work-related matters, staff representative committees and rules to be drawn up by the competent authority of the university on career development and staff assessment.

Similarly, under the University Education Pay Decree (BBWO) most of the provisions of the Civil Servants Pay Decree 1984 (BBRA) apply to university staff alongside a number of special provisions, such as job descriptions for the various categories of university staff.

The University Education Act stipulates that matters which have been regulated for state university staff by virtue of the Act shall be regulated by the municipal and private universities as far as possible in keeping with the corresponding provisions of the Act, while the conditions of employment of their staff may not be more favourable than those applicable to state university staff.

6 Tuition fees and study costs allowances

6.1 Tuition fees

At the beginning of the 1987/88 school year a new School and Course Fees Act came into operation. Under the Act:

- school fees are payable by students of 16 years or over attending full-time secondary education (MAVO, HAVO, VWO, LBO, MBO and KMBO or special education).
  The fees for the 1988/89 school year are Fl. 1,030;
- course fees are payable for adult education classes (daytime and evening) and short courses.

Fees are payable by all students receiving higher vocational education and university education. The fees for the 1988/89 academic year are Fl. 1,400 and Fl. 1,750 respectively. In 1988 parliament approved a bill which will result in due course in uniform tuition fees for higher education, a uniform enrolment period for all undergraduate courses in higher vocational institutions und universities alike, and an increase in the fees payable by those who take longer to complete their studies than the standard period allowed.

6.2 Study costs allowances

Students up to and including the age of 17 in both secondary and higher education may receive an *allowance towards their study costs* to cover:

- books and materials;
- travelling expenses for students living at home;
- extra expenses for students living away from home;
- school fees for secondary school pupils aged 16 or over;
- tuition fees for students under 18 in higher education.

The amount of the allowance depends on the parents' income and the number of children in the family.
The Financial Aid to Students Act applies to students from 18 to 30 years of age. Every student who is enrolled for full-time secondary or higher education is entitled to a basic grant, which is not repayable. Depending on their parents' income, students may moreover claim supplementary financial assistance, partly in the form of an interest-bearing loan which must be repaid at the end of their studies, and partly in the form of a non-repayable supplementary grant. Some students may also qualify for a travelling costs allowance, and possibly for a single parent allowance or an allowance for their partner. These allowances are paid in addition to the basic grant, regardless of parental income, and need not be repaid.

7 Primary education

7.1 General remarks

Primary schools cater for children from 4 to about 12 years of age and provide in principle 8 consecutive years of schooling. A child may attend school from the first school day of the month after the month in which he/she reaches the age of 5.

Primary education helps lay the foundation for secondary education which immediately follows it.

7.2 Legislation

In 1985 a new Primary Education Act (WBO) came into force, replacing the Nursery Education Act of 1955 and the Primary Education Act of 1920. The WBO is a framework act incorporating:

- general guidelines on the content and organisation of teaching;
- great stress on the individual responsibility of those involved;
- detailed regulations for a highly standardised system of funding;
- a certain degree of decentralisation in the implementation of the Act, especially with regard to school buildings.

7.3 Objectives and content of education

Primary education must ensure that pupils can follow an uninterrupted process of development, attuned to the rate of development of each individual pupil (i.e. independently of other pupils' progress). In all instances teaching will aim to promote the development of the emotions, the intellect and of creativity, and the acquisition of essential knowledge and social, cultural and physical skills. The underlying assumption must be that the pupils are growing up in a multi-cultural society.

As regards the content of education, the following subjects must always appear in the curriculum, if possible in an integrated form:

- sensory coordination and physical exercise;
- Dutch;
- arithmetic and mathematics;
- English;
- a number of factual subjects, which should in any event include geography, history, science (including biology), social structures (including civics) and religious movements;
- expressive activities, which include in any event the use of language, drawing, music, handicrafts, and play and movement;
- self-reliance, i.e. social and life skills such as road safety;
- healthy living.

Schools in the province of Friesland must also teach Frisian, unless they have been granted exemption. Lessons may be given in Frisian, other living local dialects or in the case of children with a non-Dutch background, their own native language.

In special cases it is possible for schools to obtain exemption from certain of the above-mentioned regulations.

7.4 School work plan

The school work plan is the key instrument in the planning of teaching. It affords an overall view of the organisation and content of teaching, and is drawn up at least every other year by the competent authority of the school. It is based on the assumption that in principle pupils will proceed through the school in 8 consecutive years.

The plan affords an understanding, for instance, of the teaching and developmental objectives of the school, the choice of subject matter, the organisation of the school, and how pupils' progress is assessed and described in reports. The Primary Education Act gives guidelines for points of departure, shaping the curriculum and procedures.

The plan may also contain provisions for teaching pupils from non-Dutch cultural backgrounds including, if applicable, children who come from other schools to attend special classes.

Each year a programme of activities is drawn up on the basis of the plan, specifying what pupils will be doing in a particular period, the duties of the teaching staff and also school hours, holidays and days off.

7.5 Lunch break arrangements

The Primary Education Act makes it compulsory for the competent authority of a school to enable pupils to stay in the school buildings and grounds under supervision during the lunch break, if the parents so wish. The competent authority may make necessary arrangements itself or it can leave them entirely in the hands of the parents. It must take out third party insurance, unless it has been granted exemption. The cost of staying at school during the lunch break is borne by the parents of those children who make use of the provision.

7.6 Funding of non-staff costs

Together with the introduction of the 1985 Primary Education Act a new funding system came into effect, based on the formulation of programmes of requirements in which the estimated expenses of schools are fixed on a yearly basis. The criteria and procedures to be observed in drawing up these programmes are laid down by law.

The amount of funds received is fixed on the basis of the programme of requirements and of the key data of the school (surface area of the building, number of pupils etc.). The competent authority is not however obliged to spend these funds according to the same criteria.

7.7 Parents, staff and participation

Since the introduction of the Education Participation Act it has been compulsory for every school to have a participation council, on which the elected representatives of the staff and parents sit. Parents may also sit on the parents' council, which advises the parents' representatives on the participation council, undertakes initiatives and coordinates parental activities. Parents can also provide help by running the school library, organising parties and so on.

8 Special primary and secondary education

8.1 General remarks

Special schools cater for children who, owing to a mental, sensory or physical handicap, require more help in their education and learning than ordinary primary and secondary schools can offer. In order to give these children the education best suited to their needs there are various types of special primary and secondary school each of which specialises in catering for and teaching a certain category of pupils.

On 1 August 1985 the Special Education Interim Act (ISOVSO) came into force. The Act is provisionally intended to remain in force for 10 years.

Teaching is based on a school work plan that gives an overall picture of its organisation and content. Where possible, use is made of an activity plan, which indicates how the school work plan is to be implemented for individual pupils or groups of pupils.

8.2 Types of school

There are various types of special primary and secondary school, each suited to the particular learning difficulties that children may encounter. Special education can be divided into schools for:

a. deaf children;
b. children with impaired hearing;
c. children with severe speech disorders who do not fall into groups a. or b.;
d. blind children;
e. partially sighted children;
f. physically handicapped children;
g. children in hospitals;
h. chronically sick children;
i. mentally handicapped children;
j. severely mentally handicapped children;
k. severely maladjusted children;
l. children with learning and behaviour problems;
m. children in schools attached to paedological institutes (i.e. institutes associated with a Dutch university or providing educational guidance for special schools);
n. children with multiple handicaps;
o. infants with developmental difficulties.

8.3 Age groups and admission

In principle special primary schools are attended by pupils of the same age group as ordinary primary schools. The age at which a child can be admitted to special education varies from one type of school to the other, and ranges from 3 to 6. Special secondary education is meant for pupils aged 12 and over. The maximum age is 20. Exemption from this rule can only be obtained in exceptional cases.

Besides the matter of age, admission criteria are applied that are closely related to the objectives of special primary and secondary education. A board of experts assesses whether a child is eligible for admission to the school and produces a report for the competent authority of the school, which has the final say over whether or not the child is admitted. Pupils placed in the school are re-examined by the board after two years.

Children can be referred to special schools in two ways:

. a child may suffer from a handicap of such a kind that it is obvious

from an early age that he/she will have to be referred to a special school;
- a child who has attended an ordinary school for some time may be referred by that school to a special school.

8.4 Cooperation with ordinary schools

The government's policy is to return pupils in special schools to ordinary schools and to prevent pupils from having to be transferred to a special school in the first place. To this end the Special Education Interim Act provides scope for cooperation between special and ordinary schools. The chief forms that cooperation can take are:

1. Peripatetic supervision
   This entails providing extra assistance to enable pupils who might otherwise be referred to a special primary or secondary school to attend an ordinary school. The help is given by teachers from special schools and focuses not only on the pupil but also on advising staff at the pupil's new school. This is essential, since after a year or so the school must be capable of giving the pupil the attention he/she requires in his/her learning alone.
2. Split placements
   This refers to the possibility of arranging for part of the syllabus for pupils at special secondary schools to be taught at junior secondary vocational schools or other types of ordinary secondary school. Split placements play an increasingly important role in the transition from special to secondary education.
3. Part-time attendance
   This gives pupils from special primary or special secondary schools the opportunity to be taught in an ordinary school or secondary school for part of the week, for instance prior to a definite placement.

8.5 Opportunities beyond special primary school

When a pupil reaches the age at which he/she can make the transition to secondary education, a decision will have to be reached to whether he or she still needs to attend a special school. If possible, the pupil will be referred to an ordinary secondary school, where he/she will be able to follow the course, perhaps with the help of physical adjustments or other provisions. Depending on the pupil's ability, this course may range from junior secondary vocational education (LBO) to pre-university education (VWO). Individualised vocational education in particular is a sector of junior secondary vocational education in which pupils from special education are frequently placed in order to continue their education. If special education is still indicated, the pupil can continue his/her schooling in special secondary education, which offers practically the same variety of types as special primary education. The educational content varies greatly, depending on the type of school. Some schools provide courses that are comparable with those in ordinary schools and prepare their pupils for ordinary examinations. In most cases pupils are trained for a trade or for unpaid work.

8.6 Funding

The funding system is based on programmes of requirements, which are fixed by the minister. Funds for non-staff costs such as buildings, grounds and equipment are paid directly to the competent authority of the school by central government. Staff costs, based on the permitted establishment, are also paid directly. Every year the municipal authorities have to draw up a report containing data on the expenditure of both public-authority and private schools, including, among other things, figures for non-staff costs over the next three years. The report must be submitted to the minister for his approval.

8.7 Contact between parents and the school

Parents can be involved in the education of their children in the following ways:
- by sitting on the participation council or the parents' council. Since the introduction of the Education Participation Act, it is compulsory for every school to have a participation council. The council takes part in decision-making and provides advice;

- by participation or involvement in drawing up the activity plan for a pupil or group of pupils;
- by providing, in consultation with the teachers, practical help that will stimulate and support the child in his/her development;
- by exchanging experiences with other parents. These discussions are sometimes organised by the school. Parents can also join parents' associations which have been specially set up to exchange experiences and provide mutual support, besides representing the interests of special school pupils and their parents.

9 Secondary education

9.1 General remarks

Secondary education follows on from primary education and caters for pupils from 12 to about 18 years of age.

The Secondary Education Act (WVO) has been in operation since 1968. The Act describes the aims of publicly-run schools as follows: secondary education shall promote the general developments of pupils by helping them to acquire knowledge, insight and skills, and shall contribute to their upbringing on the basis of values acknowledged, notably by Christianity and humanism, as part of the Dutch tradition.

9.2 Types of school

There are two main branches of secondary education. The first consists of general secondary education and pre-university education; the second of vocational education and pre-vocational education.

One of the aims of the Secondary Education Act is to facilitate the movement of pupils between the various kinds of school. Thus two or more different types of school may form a combined school, which may be a combination of vocational schools and general secondary schools or of various levels of general secondary education and pre-university education or various types of vocational education.

Whichever branch they enter, all pupils spend one or more years in a transition class, after which they are referred to the type of school best suited to their needs.

The first branch consists of the following types of school:

1. pre-university education (VWO);
2. senior general secondary education (HAVO);
3. junior general secondary education (MAVO);
4. elementary general secondary education (LAVO);

The second branch comprises:

5. junior secondary vocational education (LBO);
6. senior secondary vocational education (MBO);
7. short senior secondary vocational courses (KMBO);
8. apprenticeship system;
9. part-time non-formal education.

9.2.1 *Pre-university education*

There are three forms of pre-university education: the atheneum, the gymnasium and integral VWO. In recent years the differences between atheneum and gymnasium, once so pronounced, have become more and more blurred. Integral VWO is where the distinction between the two forms has disappeared altogether. Pre-university education lasts 6 years and prepares pupils for university.

9.2.2 *Senior general secondary education*

The HAVO course lasts 5 years and is primarily designed to prepare pupils for higher vocational education. In fact, however, some pupils who have obtained the HAVO certificate go on to study for the VWO certificate, while others choose a senior secondary vocational course instead of entering higher vocational education.

9.2.3 *Junior general secondary education*

The MAVO course lasts 4 years and is chiefly meant to prepare pupils for senior secondary vocational education. Many pupils with MAVO certificates, however, decide to go on to HAVO, while others take a short senior secondary vocational course or join the apprenticeship scheme.

9.2.4 *Elementary general secondary education*

The LAVO course lasts 2 years and was originally provided in separate schools. Most LAVO schools have now been abolished and absorbed in larger combined schools.

9.2.5 *Junior secondary vocational education*

This type of school provides pre-vocational education and offers a 4-year course. The first two years are mainly devoted to general subjects, including Dutch, arithmetic, one modern foreign language and general techniques. The third and fourth years are more vocationally oriented, but the general subjects continue to feature in the timetable. LBO pupils can go on to senior secondary vocational education.

There are the following different types of junior secondary vocational education:

- technical education:
  At the end of the second year pupils specialise in building, motor mechanics, metal work, electrical engineering, catering, graphics or fitting techniques.

- home economics:
  After the general course pupils choose from the following options: caring professions, textile crafts (fashion and clothing), personal care (hairdressing and beauty care), office practice, selling or an open-ended option.

- commercial education:
  After the general course there is some vocational orientation in the third year. In the fourth year a choice can be made from: office practice, selling or an open-ended option.

- tradespeople's or retail trade education:
  This course prepares pupils eventually to run a small or medum-sized business of their own. After two years of general education a certain amount of specialisation is possible, for instance in advertising, window-dressing or computerised book-keeping.

- nautical education:
  There are various courses: deep-sea fishing, harbour and transport courses, seamen's training, Rhine and inland navigation and dredging. The pupil's choice of school automatically determines the subject he or she will study.

- agricultural education:
  Pupils are prepared for various occupations in agriculture and horticulture. In the third and fourth years they can specialise in: animal husbandry, plant cultivation, floriculture, garden design and maintenance, flower arranging and food manufacture.

Schools for technical, home economics and agricultural education sometimes include separate departments for pupils who find it difficult to follow the ordinary syllabus. These departments provide *individualised vocational education*, in which pupils are taught in smaller groups and given more help than ordinary LBO pupils.

9.2.6 *Senior secondary vocational education*

This follows immediately after junior secondary vocational education or junior

general secondary education, and lasts a maximum of 4 years. It comprises the following sectors:

- technical subjects and natural sciences:
  including senior secondary technical and laboratory education and nautical education (e.g. courses in ship mechanics and training for the position of mate on board a coastal vessel);

- personal and social services and health care:
  providing courses in, for instance, community education, activity supervision and nursing;

- commerce:
  including catering schools, senior secondary commercial education and senior secondary tradespeople's education;

- agriculture:
  including schools for: agriculture and horticulture, food technology, and forestry and land and water management.

9.2.7 *Short senior secondary vocational courses*

Short MBO courses offer pupils the opportunity to be trained for junior positions and are intended for young people aged 16 and over. Either an LBO or MAVO certificate or 10 years' full-time schooling is required for admission.

The courses are full time and last 2 to 3 years. Practical work, both in and outside the school, is an important part of these courses.

All the schools provide vocational orientation for young people who have not yet decided on an occupation, and a bridging course for those who have made up their mind but do not have all the required knowledge.

Courses are offered in such subjects as: motor mechanics, metal working, the caring professions, electrical engineering and brick-laying.

At the end of the course the pupil can obtain a number of certificates which together constitute a diploma.

9.2.8 *The apprenticeship system*

The apprenticeship system is a vocational training scheme which involves spending one or two days a week at school and receiving practical training the rest of the week. It is governed by the Apprenticeship Act of 1968.

Theory (theoretical apprenticeship training or BBO, as it is called) is taught at an apprenticeship training institute or other school. Practical work is done in industry or trainee workshops. In the first case an apprenticeship contract is entered into with the employer, whereby the firm undertakes to give the pupil a sound training. In the second case, pupils can practice skills under the supervision of a practical teacher in trainee workshops set up by firms. Sometimes these workshops are used in addition to training in industry; sometimes they take its place.

There are two parts to the apprenticeship system: elementary training lasting 2-3 years, at the end of which the apprentice takes an examination and is awarded a diploma, and an optional advanced course lasting 1-2 years. Apprenticeship places are available to young people aged 16 or over, with or without an LBO or MAVO certificate. If their previous education is inadequate, the course usually takes an extra year.

There are over 350 courses, for both technical occupations such as car spray painter, optician, shoemaker and painter, and non-technical occupations such as the caring professions, social and personal services, and jobs in catering or the retail trade.

9.2.9 *Part-time non-formal education*

This offers courses for young people who come under the compulsory part-time education ruling and must attend an educational establishment two days a week. The aim of the courses is to further personal and social development in a way which is relevant to the individual's present and future situation.

9.3 Examination subjects and examinations

9.3.1 *MAVO, HAVO and VWO*

The MAVO and HAVO examinations include six or seven subjects. VWO candidates take seven or more subjects. Each type of school has its own compulsory and optional subjects. In MAVO and HAVO there are two compulsory subjects: Dutch and one modern foreign language (French, German or English). The same two compulsory subjects apply in an atheneum where all the pupils take the same course. A gymnasium with the same course for all pupils has the following compulsory subjects: Dutch, a classical language (Latin or Greek) and one modern foreign language. The other four or five subjects are chosen by the pupil from the following options: French, German, English, Frisian, history and civics, geography, biology, chemistry, physics, mathematics and economics. Some schools allow their pupils to take examinations in expressive subjects such as drawing, handicraft or music. A small number of schools offer Russian, Spanish, social studies and history of art as examination subjects by way of an experiment.

In every type of school the examination consists of two parts:

a. an internal examination:
   This is prepared and marked by the individual school and consists of oral and written tests.

b. the national written examination:
   This examination is the same for all pupils of a certain type of school throughout the Netherlands. The answers to multiple-choice questions are checked by computer at the National Institute for Educational Measures (see 15.3). Open-ended questions, to which the pupils themselves must formulate an answer, are assessed by a teacher from their own school and one from another school.

The final grade is the average of the marks for the internal and the national examinations.

9.3.2 *Junior secondary vocational education*

The examination consists of six or seven subjects of two kinds: general and vocational. Pupils must choose at least two vocational subjects. The examination consists of an internal exam. A national examination can also be sat in some syllabuses for general subjects. This is then the same as for MAVO.

9.3.3 *Senior secondary vocational education*

The examination consists of:
- six or seven subjects, or
- several sections derived from the requirements of the occupation.

The examination consists of an internal examination and also a national examination for some subjects or sections.

9.4 Funding

Every year the Minister of Education and Science lays down in the Schools Plan which schools will be funded for the next three years. The plan is finalised after consultation with the relevant organisations.

The Ministry meets the cost of such items as salaries, establishing a school (the cost of erecting, rebuilding and extending school buildings), rent, furnishing and fittings (e.g. the cost of buying furniture, teaching aids and materials and other requisites) and running costs (which include maintenance and cleaning costs).

9.5 Sector formation and innovation in senior secondary vocational education

In March 1987 the State Secretary for Education and Science issued a general memorandum on sector formation and innovation in senior secondary vocational education. The purpose of sector formation is to combine in one institution training courses of various lengths geared to one sector of the labour market or one category of occupations. The aim of innovation is to create a differentiated complex of high-quality training courses which meet the needs of students and of the labour market. One important aspect of innovation policy is that schools will be provided with the necessary equipment and resources to keep them up to date, together with opportunities for curriculum development and in-service training of teachers.

9.6 Basic education

In December 1987 the Minister of Education and Science submitted a Bill to parliament, introducing attainment targets for primary education and the concept of basic education for 12 to 15-year-olds. Among other things the Bill contains a proposal to amend the Secondary Education Act, which, if the Bill is passed, will result in all secondary schools introducing basic education in the first three years by 1997. Basic education encompasses primary education and the first few years of secondary school.

The aim is to raise the standard of pupils' education, postpone the moment when they have to choose their course of study and career, and introduce a largely common curriculum over a longer period with a view to achieving greater equality between girls and boys.

Basic education in secondary schools will consist of two parts:

- a compulsory part (80% of the available teaching time) in which all pupils will be taught the same subjects. This part will comprise 14 subjects which are considered so important that they should be studied by all pupils. They include: Dutch, English, a second modern foreign language (French or German), physics and chemistry, biology, mathematics, economics, IT studies, geography, history and civics, technology, music, physical education and visual arts education. These subjects will be taught at two levels.
- free time (20% of teaching time). Schools may use this time for achieving goals of their own, preparing pupils for teaching in subsequent years, offering other options to some pupils, providing religious education, or for vocational orientation, tutorials or pre-vocational subjects. The use to which this time is put will therefore not necessarily be the same for all pupils, and may vary from one year to the next.

10 Higher vocational education

10.1 General remarks

Higher vocational education (HBO) is a form of higher education aimed at the transfer of theoretical knowledge and the development of skills of direct relevance to the world of work. It follows on from the higher types of secondary education. HBO courses last up to 4 years.

10.2 Legislation

On 1 August 1986 an Act came into effect which for the first time applied exclusively to HBO: the Higher Vocational Education Act (WHBO). Prior to this HBO had come under the Secondary Education Act (WVO). It has since become apparent that it is preferable to regulate HBO together with university education in one and the same Act. In January 1988 the draft Higher Education and Research Bill (WHW) was presented to various bodies for advice and consultation. It is intended that the new Act takes effect as from 1 August 1990.

10.3 Restructuring

Before the Higher Vocational Education Act came into force there were about 350 independent HBO establishments. In September 1983 the Minister of Education and Science issued a policy document entitled "Economies of scale, subject specialisation and concentration of disciplines in HBO" which marked the beginning of a radical restructuring of the HBO system. Groups of colleges have amalgamated to form new and larger institutes, referred to in the Act as "hogescholen". Some establishments have preferred, for educational, financial or other reasons, to continue as small independent colleges. On 1 August 1987 there were 85 "hogescholen".

10.4 Funding

Closely related to the legislation on higher vocational education is a new funding system which gives HBO establishments more freedom in their spending. The funding formula, which relates resources to duties, is based on the notion of an average establishment that requires a certain level of resources in order to fulfil its duties to a reasonable standard. A linear form of funding has been chosen, which means that resources increase in proportion to the size of the establishment. This method of funding provides a positive incentive to introduce economies of scale.

10.5 Research

The Higher Vocational Education Act gives HBO establishments the opportunity to carry out research. "Hogescholen" can conduct applied research independently, but basic research can only be done in collaboration with one or more universities.

10.6 Management and participation

As in other sectors of education, there are publicly-run and private institutions within HBO. The competent authority of a public-authority institution is the Minister of Education and Science, for a municipal institution it is the municipal executive (unless stipulated otherwise) and for a private institution it is the legal person that maintains the institution. The day-to-day running of the institution is carried out by an executive board or central management board. There are some publicly-run institutions whose executive board is also the competent authority.

Every HBO institution has a participation council in which at least two-thirds of

the seats are occupied by members chosen from and by staff and students. The powers of the council are laid down in the participation regulations. At least twice a year the competent authority gives the participation council the opportunity to discuss with it the general state of affairs in the institution.

10.7 Sectors of higher vocational education

There are 7 sectors in higher vocational education:

1. agricultural courses;
2. teacher training courses;
3. technical courses;
4. commercial courses;
5. social work and community education courses;
6. health care courses;
7. courses in the arts.

The larger establishments usually encompass several different sectors.

10.7.1 *Higher agricultural education*

This sector is the responsibility of the Minister of Agriculture and Fisheries, who coordinates his education policy with that of the Minister of Education and Science. Higher agricultural courses are run only at HBO institutes devoted wholly to agriculture. At present there are seven institutes of higher agricultural education.

10.7.2 *Teacher training courses*

Primary school teacher training courses (at the former PABO colleges) include a preliminary phase of one year, which is not concluded with a special examination, and consist of theoretical and practical preparation for the teaching profession. Theoretical training is given in Dutch, arithmetic and mathematics, science, expressive activities and writing, among other subjects, and includes teaching methods for each subject. Students also receive general training, for instance in education and psychology. Practical training takes the form of teaching practice.

Training for secondary school teachers may take the following forms:

a. full-time teacher training in general subjects (formerly known as the new teacher training course (NLO));
b. part-time teacher training in general subjects (the former MO course);
c. part-time teacher training in technical subjects, provided by the Dutch College of Education for Technical Subjects (PTHN); previously provided by the Dutch Vocational Teacher Training Board (NGOLB);
d. full-time teacher training in technical subjects, provided by the PTHN;
e. training for teachers of physical education (at the former ALO colleges).

Secondary school teachers have either a grade one or a grade two qualification. Grade one teachers are qualified to teach the top three years in pre-university schools and the top two years in HAVO. Grade two teachers may teach the first three years of VWO and HAVO, and in MAVO, LBO or MBO schools.

Here are further details of the above courses:

a. a four-year course, providing a grade two qualification in two subjects;
b. usually a four-year course, leading to a grade two qualification in one subject. The student can go on to gain a grade one qualification in the same subject by taking a part-time course lasting approximately three years;
c. a four-year course comprising both a theoretical/technical and a practical component, and resulting in a grade two qualification in one subject. Work experience is one of the requirements for admission;
d. a five-year course, comprising both a theoretical/technical and a practical component, and leading to a grade two qualification in one subject.
   This course is offered in only one place in the Netherlands and is being provided on an experimental basis;

e. a course usually lasting four years and leading to a grade one qualification in physical education.

Primary and secondary teacher training colleges also provide in-service training for teachers.

University training courses for secondary school teachers occupy a unique place in this system. They started on 1 September 1987 and are open to students who have obtained their first degree ("doctoraal") and who took a two-month introductory course to teaching as part of their degree course. Courses are available in 24 subjects and last for 12 months after graduation, leading to a grade one qualification. They are run by the universities in consultation with the colleges providing the courses described under a. and b.

10.7.3 *Higher technical education*

This sector includes the former colleges of technology (HTS), laboratory schools and colleges for higher nautical education.

10.7.4 *Higher commercial education*

This includes the former commercial colleges, schools for applied home economics, librarianship and documentation colleges, hotel management schools and schools of journalism.

10.7.5 *Higer social work and community education courses*

This sector includes schools for training youth and adult education leaders, schools of social work, HBO courses in social work and labour market policy and personnel management, advanced social work and community education courses, HBO courses in welfare work with the elderly, management training for community workers, and courses in spiritual counselling, employment studies, educational and careers guidance and youth welfare work.

10.7.6 *Higher health care education*

This sector comprises HBO courses in nursing, physiotherapy, speech therapy, ergotherapy and dietetics. It also includes advanced courses in management and professional innovation in health care, training courses for nurses in community health care, management training for the health care sector and training courses for tutors in health care institutions.

10.7.7 *Courses in the arts*

This includes courses that prepare students for careers in the arts: dance, theatre, music and the visual arts.

11 University education

11.1 General remarks

The Netherlands has 14 universities, including the Open University (see Chapter 12). One of them, the Agricultural University in Wageningen, comes under the Minister of Agriculture and Fisheries. Three are universities of technology. Of the 14, most are state universities, 3 are private universities and 1 is a municipal university. Geographically speaking, the universities are reasonably distributed throughout the country with one in the north, four in the east, four in the south an five in the west.

11.2 Legislation

In 1986 the new University Education Act (WWO) came into effect, in which new regulations were laid down with regard to the university administrative structure and the advisory and consultative structure. It has since become apparent that it is preferable to regulate university education (WO) together with higher vocational education (HBO) in one and the same Act. In January 1988 the draft Higher Education and Research Bill (WHW) was submitted to various bodies for advice and consultation. The new Act is intended to come into force on 1 August 1990.

11.3 Main responsibilities

The main functions of a university have always been to teach and to carry out research. The new University Education Act adds a third function to this, that of transmitting the knowledge obtained in the pursuit of scholarship for the benefit of the community (services to the community).

11.3.1 *Teaching*

The universities offer a highly diversified and extensive range of nearly 100 degree courses, within which students can to some extent compile their own individual programmes by their choice of optional and main subjects. A radical restructuring of university education took place with the introduction of the University Education (Two-Tier System) Act in 1982. The first tier or stage comprises 4-year undergraduate courses leading to the "doctoraal" examination. Students are expected to complete their course within 6 years. Successful students are awarded the title of drs, mr (law graduates) or ir (engineering graduates) (internationally they may use the title of Master). The second stage, to which a limited number of students is admitted, provides academic training at postgraduate level. This includes courses for trainee research assistants, advanced courses for design engineers, and vocational courses such as those for teachers and doctors. The courses vary in length from 1 1/2 to 4 years.

Admission to university is possible with a pre-university school-leaving certificate or on passing a viva voce. A HBO certificate also qualifies students for entry to university. There is a central admission system. Because of the limited number of places available and taking labour market considerations into account, it is decided every year which courses will be subject to *numerus clausus* and for which courses a placement committee will be set up. *Numerus clausus* courses are those for which the maximum number of first year students admitted is restricted; students are selected by means of a weighted draw. For courses with a placement committee, all students are awarded a place, but the committee decides at which university. Where neither of these restrictions applies, students are free to study at the university of their choice.

11.3.2 *Research*

In terms of workload, universities spend about half their time on research.

At the beginning of 1983 a new funding system for the universities was introduced, known as the Staffing and Resources Formula (PGM) (see 11.4). Section B of the formula allocates funds for research on the basis of what is known as the conditional funding system, the aim of which is to improve university research policy and research itself. The amount of resources allocated is dependent on the number of students. In order to fill their quota of funds under section B, universities are invited to submit proposals for each individual discipline to assessment committees, whose task it is to assess the quality, social relevance and other aspects of the proposed project.

In January 1988 a study was published on the effects of this new funding system. It showed, among other things, that internal assessment procedures have been introduced and that more contract research is being done. Some universities have made radical changes in the organisation of research.

11.3.3 *Services to the community*

The transfer of knowledge, especially by means of transfer centres and science shops, constitutes an important part of the services provided by universities for the community. Other services to the community include science parks, museums, botanical gardens, development cooperation activities and the treatment of patients in teaching hospitals attached to universities.

11.4 **Funding**

The new funding method introduced in 1983, the Funding and Resources Formula, consists of a staffing formula and a resources formula. The staffing formula is made up of two parts: Section A (for teaching, services to the community and a small amount of free time for research of the university's choosing) and Section B (conditionally funded research; see 11.3.2). In Section A the number of academic and non-academic staff that should be allocated to each university is calculated on the basis of a specific standard rate, intended to enable the universities to fulfil their responsibilities to an acceptable standard but also as efficiently as possible. The figures obtained in this way indicate the total number of academic and non-academic staff per establishment. These data then have to be converted into financial terms in order to ascertain the amount of the central government personnel grant for each university. To do this, the average personnel costs, which depend on the grading structure of the academic and non-academic staff, have to be calculated. The resourses formula establishhes for each group of faculties the national current average grading structure and the average salary for each grade. The universities are free to spend the total amount – or block grant – calculated in this way as they see fit.

Besides receiving government funding, the universities also earn income from teaching and research carried out for government bodies and private organisations.

11.5 **Administration and participation**

The universities have a three-tier administrative structure:

a. At central level are the Executive Board, the University Council and the Committee of Deans. The Executive Board consists of 3 to 5 members, all of whom are appointed by the Crown. It is responsible for the daily running and administration of the university.
   The University Council has a maximum of 35 members and is elected from the academic and non-academic staff and the students. The Council may also include a number of non-university members appointed by virtue of their position in the community. The Council's powers include laying down administrative and election regulations, approving the university budget, and issuing guidelines for organising and coordinating teaching and research.
   The Committee of Deans is made up of the deans of the faculties. Either upon request or on its own initiative, the Committee advises the University Council, the Executive Board and the councils and boards of the faculties.

b. At intermediate level are the faculty boards and councils, which have various powers, notably with regard to teaching and research programmes.
c. The third tier consists of the departments, whose duties include drawing up an annual research programme and consulting with students on the organisation and implementation of teaching programmes.

11.6 Teaching hospitals

The Netherlands has 8 teaching hospitals, which are part of the higher education system and the health service. The hospitals are attached to a university and differ from ordinary hospitals of a similar size by virtue of their role in higher education. Their task is to study the patient population for teaching and research purposes, and to provide specialised medical care within the health service.

12 The Open University

12.1 General remarks

The Open University (OU) started up in September 1984 as an independent state establishment of higher education offering distance learning courses for persons aged 18 and over. Besides the headquarters in Heerlen, which houses the administration and management sections, 18 study centres have been set up throughout the Netherlands. The OU is meant for persons who are unable or unwilling to take an ordinary full-time university course, either because they work full time or part time, or because they have domestic responsibilities. Although the OU is independent, this does not mean that it is completely detached from other establishments of higher education. It maintains close contacts with other institutions, and makes use of their staff, buildings and other facilities.

The Open University Act came into force on 1 January 1985, giving the OU its own statutory framework. It has since become clear that there is a great need for this type of higher education. At the beginning of 1988 over 30,000 students were registered for one or more courses.

12.2 Teaching

According to the Open University Act, the main objective of the OU is to make higher education more accessible to adults. Its open nature derives from the following:

- there are no admission requirements other than a minimum age of 18. Admission is not conditional on educational qualifications, as it is in other forms of higher education;
- students enjoy a large degree of freedom in compiling their own programmes of study;
- students can study at home in their own environment and at their own pace.

Teaching is done mainly by correspondence. This means that the course material is sent to the student's home. Most courses also make use of supplementary teaching aids such as readers, reading lists, computer assignments, laboratory sessions, television programmes, audio cassettes and/or video films or video discs. At the regional study centres students receive information, guidance and advice with regard to their studies.

Each course constitutes a complete unit of study material, involving 100, 200 or sometimes 300 hours of study. The courses are developed on three levels, starting with orientation and introductory courses and proceeding to more specialised courses which examine a subject in greater depth. Students are awarded a certificate after passing the examination at the end of each course.

When the student has followed a number of courses he/she can apply for a transcript or module certificate. Diplomas can be obtained both for structured and flexible diploma programmes. In the first case the course is geared to a particular field of work or occupational group, and certain courses are compulsory. A flexible diploma programme means that the student is completely free in his/her choice of courses. In both cases a university or HBO qualification can be obtained. The OU has the right to award legally recognised titles such as drs (for a first degree), mr (for a first degree in law) and ir (a first degree in engineering).

12.3 Organisation

The Open University Act provides for two administrative bodies, each with its own powers: an Executive Board and a Governing Council.

The Executive Board consists of 3 members appointed by the Crown, and is charged with the administration and management of the OU in so far as no other body has been given this responsibility under law. It is also charged with developing teaching and regularly evaluating its quality and the results it produces.

The Governing Council consists of up to 21 members, of whom 13 are appointed by the Crown, 4 elected by and from the students and 4 by and from the staff. The Council's chief duties include determining the general outline of the diploma programmes that are to be compiled, and drawing up various regulations, such as those relating to administration and registration.

The organisational structure also incorporates a participation council. Other statutory bodies include the Committee of Professors, the Examinations Committee and the Board of Appeal, with which students may lodge objections against their examination results.

12.4 Funding

Unlike the universities and HBO institutions, the OU does not receive a block grant but is reimbursed its costs. This is because the total amount of funding required is calculated at the end of the budget year when the annual accounts are approved, and not in advance, as is the case with the universities.

Every year the Governing Council draws up a multi-year plan which provides an overview of the policy and financial intentions of the OU over a period of 4 years. The minister says what he thinks of the plan and of the required funding. These funds, which the OU takes into account in drawing up its budget, are incorporated in the draft central government budget. At the end of the budget year the OU finalises its annual accounts and submits them to the minister for his approval. The minister then fixes the final amount to be reimbursed.

13 Adult education

13.1 General remarks

Adult education means all the activities and facilities designed to provide education and training for adults (that is, persons of 18 years and over). The purpose of this education is to promote the personal development and social functioning of adults by improving their knowledge, insight, attitudes and social, cultural, technical and domestic skills in such a way as is suited to their needs, opportunities and experience.

13.2 The Adult Education Framework Act

In 1985 the Adult Education Framework Act was published in the Bulletin of Acts, Orders and Decrees. A Bill establishing the Act was presented to Parliament in July 1988. The aim is to bring the amended Framework Act into operation on 1 January 1989. Adult education encompasses adult basic education, adult general secondary education, short vocational courses, and non-formal education and development work with young people. The main objective of the Adult Education Framework Act is to coordinate the various sectors of adult education. It makes a fundamental distinction between planning at national and at regional level. At national level the government fixes the financial and general framework for most areas of adult education, indicating the budgets available for each area and what is to be given priority within the budget. This national framework then has to be expanded upon at regional level by means of regional activity planning. Non-formal education and development work is a local matter: the municipal authorities themselves decide upon the size of the budget and how it shall be used.

13.3 Adult basic education

Adult basic education refers to activities that enable adults to acquire the minimum in knowledge, attitudes and skills necessary for functioning on a personal level and in society. Adult basic education can be divided into activities that are geared to acquiring language skills, numeracy and social skills, and those that prepare adults for the world of work, an occupation and social activities. They may also set out to bring adults up to the standard required for other forms of education that follow on directly from adult basic education.

Special provision is made for ethnic minorities, who may for instance, be taught in their own language. The primary objective, however, is that participants learn to make their way in Dutch society.

On 1 January 1986 the Government Grants Scheme for Adult Basic Education came into effect. This scheme regulates the inplementation and funding of adult basic education. Responsibility for programming and implementing adult basic education rests at local level with the municipal authorities.

13.4 Evening and daytime secondary education classes

Evening and daytime classes are available in junior and senior general secondary education (MAVO and HAVO), pre-university education (VWO) and senior secondary commercial education (MEAO). The purpose of these classes is to give adults a second chance to complete their secondary education. Unlike basic education, these courses lead to a diploma, although it is also possible to study one subject at a time. Admission requirements differ according to the type of education. The minimum requirement is that students have completed compulsory schooling. For HAVO and MAVO there are specific admission requirements.
In 1987 a Bill was published amending the Secondary Education Act and

introducing adult general secondary education (VAVO) in the place of the present daytime and evening MAVO, HAVO and VWO classes. (The present daytime and evening MEAO classes will come under the new Vocational Courses Act; see 13.5).

One of the aims of the Bill is to make adult education more responsive to the needs of society, for instance, by enabling schools to offer short bridging courses, which will allow participants to acquire in a fairly short time the knowledge they need for admission to the next course of their choice.

13.5 Vocational education

Part-time courses for adults are available in various types of vocational education. Adults can also receive practical vocational training under the apprenticeship system.

New legislation is being prepared throughout the field of adult education. In March 1988 the *Vocational Courses Bill* was published. The Bill contains a statutory framework for fixing and monitoring the standards of vocationally-oriented education for adults, its planning and funding. It deals with the following areas: the apprenticeship system, part-time senior secondary vocational education (MBO) and specific training, which encompasses various training courses such as those run by vocational training centres for adults, MBO follow-up courses, courses in entrepreneurship and courses run by companies and private educational institutions. The aim of the Bill is to introduce a flexible system of retraining and refresher courses, to align education with the labour market and to utilise the educational infrastructure for the benefit of the employed and unemployed.
Specific training constitutes an important part of future legislation on *manpower policy*. The Minister of Education and Science, along with the Minister of Employment and Social Security and the Minister for Economic Affairs will be represented on the Central Manpower Board which is to be set up. Representatives of employers and employees will also sit on the Board.

In 1987, in anticipation of the Vocational Courses Act, the Minister of Education and Science and the Minister of Employment and Social Security published the *Policy Memorandum on Adult Elementary Vocational Education.* A special feature of the scheme described in this document is the unobtrusive role of the government. Training courses will be put together, tested and run at regional level, and their content will largely be determined by the requirements of the regional labour market. Use will be made of existing educational facilities and manpower services, with cooperation between existing organisations and instititions connected with education and employment. The scheme is chiefly aimed at persons of 18 and over with little schooling and poor chances in the labour market. The Vocational Courses Bill provides for the continuation of policy on adult elementary vocational education.

13.6 Contract activities

In order to ensure that the educational infrastructure is better able to play a part in the training market, a bill amending various education acts has been submitted to Parliament. These amendments make it possible for secondary schools, the apprenticeship system and full-time and part-time MBO colleges to run activities and courses commissioned by third parties (contract training activities). This applies both to sections of programmes taken from education already funded by the government, and to special courses and services. Contract training plays an essential role in adult education, but is not restricted to this sector.

13.7 Accredited courses

Non-government-funded education, as provided by numerous private educational institutions, plays an important part in adult education as a whole. This applies not only to distance learning or correspondence courses but increasingly to face-to-face tuition as well.

The Correspondence Course Establishments (Accreditation) Act was introduced in 1974 for the information and protection of consumers. The Accredited

Educational Establishments Act, which came into effect in 1986, enables privately funded institutions providing face-to-face tuition to be considered for accreditation, as well as correspondence colleges. An institution that wishes to be accredited must submit a request to that effect to the Minister of Education and Science. Accreditation is granted if the institution conforms to the statutory regulations concerning the recruitment of students, the standard of courses, and the compatibility of the course content with a student's previous education or level of knowledge. The examinations held by the institution are supervised by an external examiner appointed by the minister. If an institution is accredited, it indicates this on its correspondence and publications. The accredited correspondence course establishments provide courses in different areas and at different levels for around 190,000 students.

13.8 Other government-funded activities and provisions

Ultimate responsibility for adult education rests with the Minister of Education and Science. Activities in the framework of adult education are also carried out by other ministries, however. For instance:

- the Ministry of Economic Affairs gives financial support to projects that promote cooperation between education and industry;
- the Ministery of Home Affairs coordinates adult education policy for ethnic minorities;
- the Ministry of Welfare, Health and Cultural Affairs makes it compulsory for broadcasting companies to devote a certain proportion of air-time to broadcasts of an educational nature.

14 Agricultural education

14.1 General remarks

Agricultural education is regulated by the general education acts. These acts, the preparation of which is primarily the responsibility of the Minister of Education and Science, are also signed by the Minister of Agriculture and Fisheries. Agricultural education includes courses in agriculture, horticulture, forestry and land and water management, and food technology. It is funded by the Minister of Agriculture and Fisheries.

14.2 Types of school

Agricultural education comprises secondary agricultural education, higher agricultural education and adult agricultural education.

Secondary agricultural education consists of junior secondary agricultural education, individualised agricultural education, senior secondary agricultural education and agricultural apprenticeship training.

Higher agricultural education comprises the agricultural colleges, agricultural teacher training courses and the Agricultural University in Wageningen.

Adult agricultural education consists chiefly of short agricultural courses. Part-time senior secondary agricultural education and postgraduate continuing agricultural education also fall into this category.

14.3 Developments

Parallel with the developments in senior secondary vocational education with regard to sector formation and innovation, agricultural training centres (AOCs) are being set up in secondary agricultural education. In principle they will bring together junior and senior secondary, short senior secondary and part-time agricultural courses in a particular region, besides apprenticeship training and short courses. Policy with regard to these centres is set out in the Policy Document on Agricultural Training Centres (1987). The coordinator in charge of these developments in secondary agricultural education took up his post on 1 January 1988.

The agricultural colleges are taking part in the general move towards economies of scale in higher vocational education. It is intended to reduce the number of colleges to 5.

15 The support structure

15.1 General remarks

The support structure consist of various organisations whose task it is to increase the capacity of schools to solve any problems they may encounter in realising their objectives and, at the same time, systematically to develop and improve teaching. The services provided relate to educational theory and teaching methods, subject content, educational psychology, school organisation and innovation.

On 1 January 1987 the Education Support Structure Act (WOV) came into operation. It distinguishes between general and specialised support organisations. The work of the general support services is geared to promoting the operation of the school as a whole. The specialised support services operate in the fields of educational research, educational measurement and curriculum development.

Together the support organisations employ the equivalent of 3,360 full-time staff. Their combined central government subsidy for 1988 was Fl. 202,592,946.

15.2 General support organisations

These include the school counselling services and the national educational advisory centres.

The school counselling services, of which there are 63, operate at local and regional level. Their role is to support the school as a whole (system counselling) and give guidance to individual pupils (pupil counselling). They also collaborate on projects set up by the national educational advisory centres and/or the specialised support organisations and may help to implement in-service training programmes organised by the teacher training colleges. The work of the school counselling services is geared mainly to primary schools and some types of special school. In the case of special schools they only provide system counselling. In 1988 the school counselling services employed 2,400 staff (full-time equivalent). The central government subsidy for 1988 was Fl. 80,041,000.

There are three national educational advisory centres: the Educational Advisory Centre (for non-denominational schools), the Protestant Educational Advisory Centre and the Catholic Educational Advisory Centre. Their work encompasses counselling and development activities, evaluation, and providing advice and information for secondary schools throughout the country. They do not counsel individual pupils but provide the necessary support for schools. Although they do not in principle serve primary and special schools directly, they do support the local and regional school counselling services. They also provide services for teacher training colleges and have special responsibility for coordinating the implementation of national educational innovation policy. The centres currently employ 443 staff (full-time equivalent in 1988). The central government subsidy for 1988 was Fl. 41,882,349.

15.3 Specialised support organisations

These are the Foundation for Educational Research (SVO), the National Institute for Educational Measurement (CITO) and the National Institute for Curriculum Development (SLO). Each of these institutions has a board comprising representatives of the educational umbrella organisations, the Ministry of Education and Science and the Ministry of Agriculture and Fisheries, and a number of experts.

The Foundation for Educational Research promotes and coordinates research for the benefit of primary, secondary and special education and teacher

training. It does not carry out any research itself, but draws up research programmes and provides grants for educational research. The central government subsidy for 1988 was Fl. 20,146,000. The Foundation currently employs 39 staff (f.t.e.).

The National Institute for Educational Measurement develops tests for primary, secondary and special education and the teacher training colleges. At the minister's request it also devises examination papers and provides supplementary services in connection with exams. Its central government subsidy for 1988 amounted to Fl. 20,766,305 and it employs 281 staff (f.t.e. in 1988).

The National Institute for Curriculum Developments develops master teaching plans and models, or alternative models, for school work plans and sections of school work plans for primary, secondary and special schools and teacher training colleges. It also promotes the coordination of curriculum development work and keeps a central register of teaching materials. The central government subsidy for 1988 amounted to Fl. 29,457,292. The Institute employs 198 staff (f.t.e. in 1988).

15.4 Support organisations in the sector of education for young working people

There is a more or less separate support structure in the sector catering for young working people between 16 and 18 years of age. It consists of various organisations and institutions that provide support for young people of this age-group who have left school and started work. They are: the Educational Advisory Centre for Training for Trade and Industry (PCBB)), the Central Council for Theoretical Apprenticeship Training (COBO), the National Organisation for Part-time Education for Young Working People (LOVWJ) and the National Protestant Organisation for Part-time Education for Young People (LOCV).

The work of the PCBB covers the following aspects of vocational training: identifying training needs; determining training targets and examination/ assessment procedures; programming; planning the educational content and structure of courses and holding these courses.

The COBO is a consultative and advisory body set up to promote theoretical apprenticeship training and, in particular, the development and improvement of the curriculum in this field.

Plans have been made for the COBO and the PCBB to merge in 1989. The duties of the new institution will be regulated in the Act establishing the Adult Education Framework Act (see Chapter 13).

The LOVWJ and the LOCV seek to promote the education of young adults, monitor standards and provide further training courses.

16 The Education Inspectorate

16.1 The Minister of Education and Science is charged under various education acts with the inspection of education. This is carried out on his authority by the Education Inspectorate, headed by the Inspector-General of Education. The Inspectorate operates in both publicly-run and private schools.

16.2 The duties of the Inspectorate in all branches of education are:
- to ensure compliance with statutory regulations;
- to keep up to date with the state of education;
- to promote the development of education;
- to report to and advise the minister, either upon request or on its own initiative.

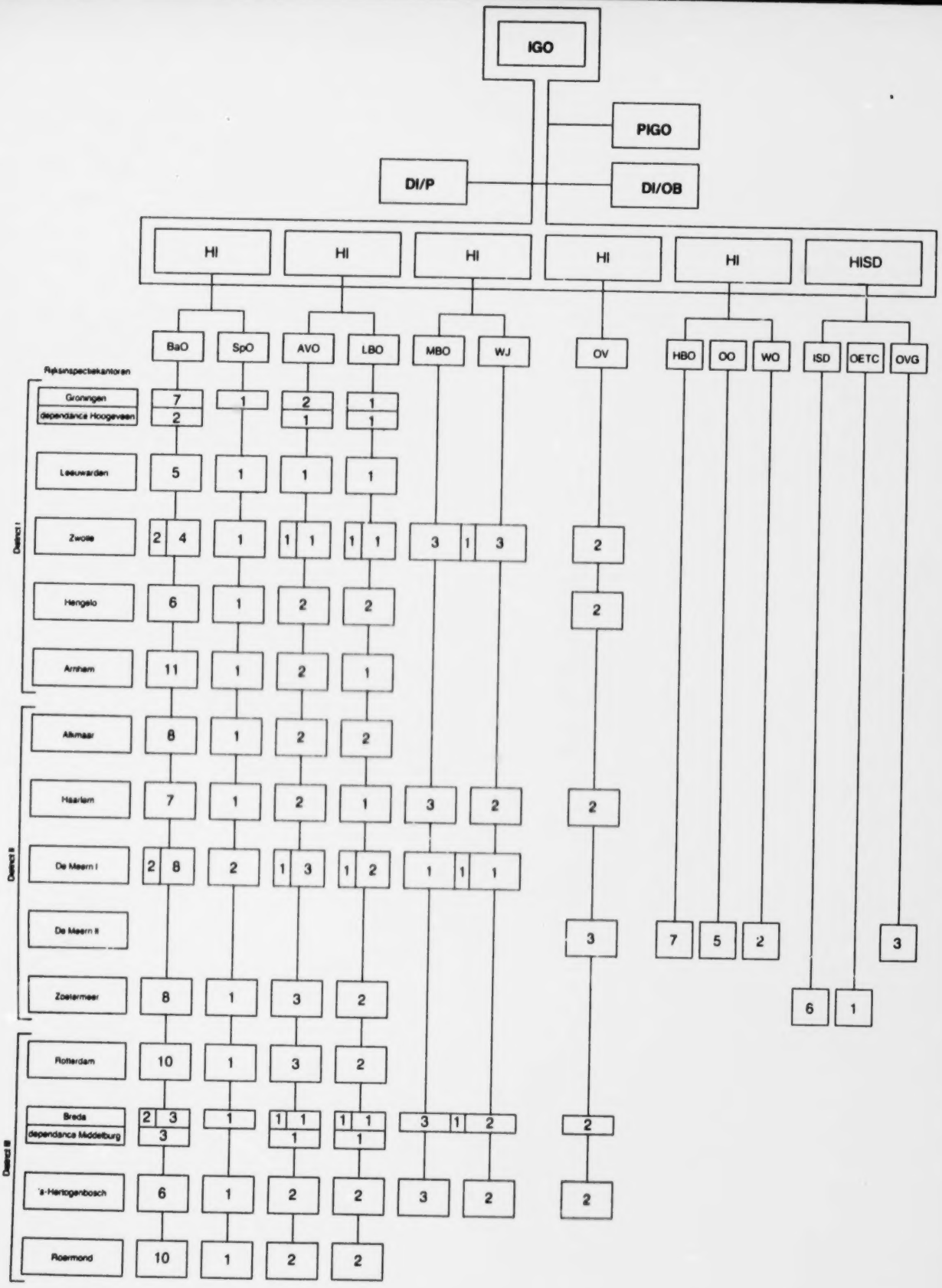
The Inspectorate for Higher Education is in addition responsible for organising and providing administrative support for review committees.

16.3 By 1 January 1990 the *reorganisation* of the Inspectorate will be completed. The total establishment of 560, consisting of inspectors, specialist staff and administrative staff, will be reduced by 67 to 493. The Inspectorate's headquarters will be in Zoetermeer. The number of offices will be reduced from 135 to 14, with two annexes. Primary, special, general secondary and junior vocational school inspectors will be based at each office. Coordinating inspectors will be based in Zwolle, De Meern and Breda.

Abbreviations

IGO	Inspector-General of Education
PIGO	Deputy Inspector-General of Education
DI/P	Central Internal Personnel Policy Section
DI/OB	Central Policy and Administrative Support Section
HI	Chief Inspectorate
HISD	Chief Inspectorate for Special Services
BaO	Primary Education
SpO	Special Education
AVO	General Secondary Education
LBO	Junior Secondary Vocational Education
MBO	Senior Secondary Vocational Education
WJ	Education for Young Working People
OV	Adult Education
HBO	Higher Vocational Education
OO	Teacher Training
WO	University Education
ISD	Special Services
OETC	Minority Language and Culture Teaching
OVG	Education Support Structure

Rijksinspectiekantoren – Government Inspectorate Offices
dependance – annex


IGO
PIGO
DI/P
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HBO
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OETC
OVG
Rijksinspectiekantoren
District I
District II
District III
Groningen
dependance Hoogeveen
Leeuwarden
Zwolle
Hengelo
Arnhem
Alkmaar
Haarlem
De Meern I
De Meern II
Zoetermeer
Rotterdam
Breda
dependance Middelburg
's-Hertogenbosch
Roermond

17 Advisory and consultative bodies

As was explained in the chapter on freedom of education, responsibility for education in the Netherlands is shared by the government and the educational establishment. Both education policy and its practical implementation are the result of collaboration through a system of advisory and consultative bodies. The chief of these bodies and their functions are described in this chapter.

17.1 Advisory bodies

External advisory bodies provide the Minister of Education and Science with written advice on future policy. They are made wholly or predominantly of independent members. There is one permanent body, the Education Council, which was established by law in 1919. There are also advisory councils for each sector of education, which have been set up for a limited period, pending the introduction of an Act regulating the advisory structure for education. The minister is not obliged to follow the advice he is given. The recommendations of these bodies are in principle made public.

There are also a number of government advisory bodies which make recommendations with regard to education as well as other areas of policy. They include the Socio-Economic Council, the Advisory Council on Government Policy, the Equal Opportunities Council, the Welfare Policy Harmonisation Council, the Youth Policy Council and the Vocational Guidance Council.

The *Education Council* is a permanent, top advisory body made up of independent experts whom the minister must consult in prescribed cases. When advice on new legislation or regulations is required, the Education Council is always consulted after all other advisory bodies. It is responsible in particular for ensuring that privately and publicly-run schools continue to be funded on an equal footing, and that education policy and legislation are consistent. The Education Council also acts as an arbitration body. It may make recommendations on its own initiative as well as at the request of the minister.

Advisory councils have been set up for *each sector of education*:

- the Advisory Council for Primary and Special Education (ARBO);
- the Advisory Council for Secondary Education (ARVO);
- the Advisory Council for Higher Education (ARHO);
- the Adult Education Council (RVE).

The role of the advisory councils is to provide expert advice in relation to the policy to be developed by the minister. Advisory council members are appointed by the minister on a personal basis or the strength of their expertise. The ARBO and ARVO also make recommendations on the initial and in-service training of teachers, in so far as increasing the professional competence of teachers is concerned.

17.2 Consultative bodies

The chief consultative bodies are:

- the Central Committee for Educational Consultation (CCOO);
- the Secondary Education Consultative Committee (OOVO);
- the Higher Vocational Education Consultative Committee;
- the University Education Consultative Committee;
- the Student Consultative Committee (for consultation with students in higher education).

Having consulted the relevant bodies, the minister then decides whether there are sufficient grounds for proceeding with the formulation of policy intentions.

The Central Committee for Educational Consultation is a forum for discussion

between the minister and representatives of school boards, teachers and parents on primary and secondary education matters. The latter are grouped under four umbrella organisations for Catholic, Protestant, private non-denominational and publicly-run schools respectively. Teacher training requirements identified by primary and secondary schools are also discussed in this forum. Matters pertaining to secondary education are in addition, discussed by a separate body, the Secondary Education Consultative Committee, on which unions and employers' associations are represented. The results of these talks are discussed by the CCOO.

With regard to higher education, the minister consults the administrations of the HBO institutes in the Higher Vocational Education Consultative Committee and the administrations of the universities and teaching hospitals in the University Education Consultative Committee. Both Committees can also consult jointly with the minister in the Higher Education Consultative Committee on matters affecting higher education as a whole. In the Student Consultative Committee, consultation takes place between the minister and representatives of national and general student groups.

On *matters regarding legal status* the minister consults with the federations of staff unions in the Special Consultative Committee in the Legal Status of Staff in Education. Consultation on the legal status of university staff takes place in the Central Consultative Committee on University Personnel Matters (COPWO). The legal status of staff in education is regulated by central government. Although the minister must consult the appropriate organisations, he can ultimately take decisions himself, which can then only be rescinded by parliament.

18 Umbrella organisations

There are four umbrella organisations, one for Catholic, one for Protestant, one for private non-denominational and one for public-authority schools. They promote the interests of the four main groupings in Dutch education, bringing together affiliated organisations of the same denominational or ideological outlook. The umbrella organisations have no individual members.

The minister and the state secretary consult representatives of the umbrella organisations on matters of general education policy in the Central Committee for Educational Consultation. The umbrella organisations promote the interests of education regulated by the Primary Education Act or the Secondary Education Act.

18.1 The bodies that make up the umbrella organisations include national school board organisations, teachers' unions, parents' organisations and regional and district school councils.

The umbrella organisations for private schools are:
- the Dutch Catholic Schools Council (NKSR);
- the Dutch Protestant Schools Council (NPCS);
- the Dutch Non-denominational Private Schools Council (NABS).

The Association for the Advancement of Public Education (CBOO) and the Union of Netherlands Municipalities (VNG) combine to form the umbrella organisation for publicly-run schools.

19 School board unions

19.1 School boards, which are the competent authorities of schools, are organised in school board unions. These are national organisations divided into unions for Catholic, Protestant, private non-denominational and public-authority schools. Most school board unions are affiliated to an umbrella organisation of the same denomination or ideological outlook (see Chapter 18).

Under the provisions of the Primary Education Act it is obligatory for the boards of primary schools to be affiliated to an union of school boards. No such provisions apply to the boards of secondary schools, but most of them are in fact affiliated to such a union.

Through the umbrella organisations, the national unions of school boards take part in consultation with the minister and the state secretary on general policy matters.

19.2 The Union of Netherlands Municipalities (VNG) acts as the school board organisation for public-authority schools. Catholic schools have three national organisations of school boards. Protestant schools have one umbrella organisation, the Protestant School Boards Council. In addition, a number of Protestant school boards have founded an organisation of their own based on their religious convictions. There are two school board organisations for non-denominational private schools: the General Union of Boards for Vocational Education, Other Secondary Education and Training (ABB), and the Association of Non-denominational Private Schools (VBS).

20 Teachers' unions

20.1 There are unions for teachers in specific types of education, and unions to which teachers in various types of school are affiliated. Each union belongs to one of the four ideological groupings in Dutch education (Catholic, Protestant, private non-denominational and public-authority education). Through the umbrella organisations, the teachers' unions take part in consultation with the minister and the state secretary on general policy matters.

20.2 The teachers' unions are also organised in federations, in which the four different groupings cooperate on the basis of their interests as staff unions. There are, for instance, federations to which teachers in certain types of school are affiliated – such as the Dutch Association of School Teachers (NGL) – which consult with the Ministry on their members' behalf on both legal status matters and educational affairs. Only heads and deputy heads can join the General Association of Heads of Schools (AVS).

21 Parents' organisations and participation councils

21.1 Parents' organisations

Parents of pupils are organised in Catholic, Protestant and private non-denominational parents' organisations. The Association for Public-authority Schools functions as the parents' organisation for parents of pupils attending publicly-run schools. Parents can only become members of the Catholic organisation indirectly through the parents' committee. Both individual parents and parents' committees can become members of the other parents' organisations. Parents' committees are founded in both primary and secondary schools. There are no parents' committees in schools with older pupils (senior secondary vocational schools, for instance).

Through the umbrella organisations, the parents' organisations take part in consultation with the minister and state secretary on general education policy matters.

21.2 Participation councils

Pupils' parents are also represented on the participation council. Every school has such a council, on which the staff and older pupils are represented as well as parents. The number of members depends on the size of the school. The council has co-decision-making and advisory powers. These matters are governed by the Education Participation Act of 1981.

22 Government expenditure on education

Financial statistics of the Ministry of Education and Science.

State expenditure on education and expenditure by the Ministry of Education and Science (Fl. × 1 million)

	1986	1987	1988
National income	379,400	382,400	392,200
Total state expenditure	180,106	180,882	184,042
State expenditure on education	27,772	28,594	29,619
Expenditure by Ministry of Education and Science	27,149	28,202	29,241

State expenditure on education and expenditure by the Ministry of Education and Science as a % of national income:

	1986	1987	1988
Total state expenditure	47.5	47.3	46.9
State expenditure on education	7.3	7.5	7.6
Expenditure by Ministry of Education and Science	7.2	7.4	7.4

State expenditure on education and expenditure by the Ministry of Education and Science as a % of total state expenditure:

	1986	1987	1988
State expenditure on education	15.4	15.8	16.1
Expenditure by Ministry of Education and Science	15.1	15.6	15.9

From: Pocketbook of Educational Statistics, November 1987
(Ministry of Education and Science)

Expenditure, budget and multi-year estimates of the Ministry of Education and Science (Fl. × 1 million)

	Budget		
	1986	**1987**	**1988**
General	795	661	656
DGBO	8,336	7,677	7,796
DGVO	9,397	9,018	9,058
DGHW	6,091	5,979	6,425
DGDI	793	768	758
DGWB	230	225	229
Financial assistance to students	2,402	3,875	4,119
Total	28,044	28,203	29,241

	Multi-year estimates		
	1986	**1987**	**1988**
General	984	1,003	1,037
DGBO	7,509	7,427	7,421
DGVO	8,634	8,458	8,314
DGHW	6,485	6,613	6,625
DGDI	710	706	693
DGWB	218	214	214
Financial assistance to students	3,776	3,574	3,474
Total	28,332	28,010	27,793

DGBO – Directorate-General for Primary Education
DGVO – Directorate-General for Secondary Education
DGHW – Directorate-General for Higher Education and Research
DGDI – Directorate-General for Education and Inspection Services
DGWB – Director-General of Science Policy

From: Pocketbook of Educational Statistics, November 1987
(Ministry of Education and Science)

23 Educational statistics

The following statistics were taken from publications of the Central Bureau of Statistics (CBS) and relate to:

- full-time education in 1987/88; (pupils/students and schools/colleges);
- staff in education in 1985/86;
- pupils/students from non-Dutch backgrounds in 1985/86.

Key

*	provisional figures
1987/88	the school year starting in 1987 and ending in 1988.

23.1 Full-time education in 1987/88 (provisional figures)

Pupils/students in full-time education (summary):

	1986/87	1987/88*	rise/fall in %
primary education	1,447,776	1,433,400	−1.0
special education	103,047	105,300	+2.2
VWO/HAVO/MAVO/middle school	775,826	748,897	−3.5
junior secondary vocational education	329,319	300,169	−8.9
senior secondary vocational education	288,429	295,229	+2.4
higher vocational education	152,840*		
university education 1)	172,140	177,572	+3.2

1) full-time and part-time education

Number of primary and special schools and number of pupils

	schools	pupils		
	1986/87	1987/88*		
		total	male	female
primary education	8,465	1,433,400	725,700	707,700
special education	1,000	105,300	71,900	33,400

Number of general secondary schools and number of pupils

	schools	pupils		
		total	male	female
1986	1,354	775,826	366,432	409,394
1987*	1,347	748,897	355,214	393,683
by type of school				
MAVO	633	175,365	80,536	94,829
HAVO	9	4,279	2,068	2,211
atheneum and/or gymnasium	47	23,777	12,359	11,418
combined schools	658	545,476	260,251	285,225
without vocational education	462	476,829	227,699	249,130
with vocational education	196	68,647	32,552	36,095

Number of schools and pupils in junior secondary vocational education

	schools	pupils		
	1986/87	1987/88*		
		total	male	female
entire LBO	1,251	300,169	181,175	118,994
technical education	368	153,679	137,314	16,365
nautical education	15	1,758	1,619	139
agricultural education	133	28,799	20,266	8,533
home economics	491	75,302	5,355	69,947
tradespeople's education	45	13,535	6,981	6,554
commercial education/LAVO	199	27,096	9,640	17,456

Number of colleges and pupils in senior secondary vocational education

	colleges	pupils		
	1986/87	1987/88*		
		total	male	female
entire MBO	614	295,229	158,868	136,361
technical education	107	79,040	70,638	8,402
nautical education	33	3,008	2,923	85
agricultural education 1)	63	18,799	15,348	3,451
tradespeople's education	57	31,159	19,360	11,799
commercial education	75	58,566	26,924	31,632
personal en social services and health care	187	76,498	7,638	68,860
nursery school teaching	27			
short MBO courses	52	24,331	14,538	9,793
HAVO/MBO	23	3,838	1,499	2,339

1) including short courses

Number of colleges and students in higher vocational education

	colleges	students		
	1985/86	1986/87		
		total	male	female
entire HBO	432	152,840	83,990	68,850
agricultural education	18	6,993	5,451	1,542
engineering and applied natural sciences	70	38,036	33,781	4,255
health care	58	19,174	4,660	14,514
commercial education 1)	27	31,035	18,774	12,261
social work and community education 1)	52	16,674	4,814	11,860
education in the arts	48	15,572	6,996	8,576
teacher training	159	25,356	9,514	15,842

1) Since the start of the 1986/87 academic year the courses in librarianship and documentation and in journalism (1,268 male and 2,039 female students) have come under commercial education and not, as before, under social work and community education.

University students 1) (full-time and part-time)

	1987/88		
	total	male	female
entire WO	177,572	108,108	69,464
by faculty			
theology	1,649	958	691
arts	26,279	9,638	16,641
philosophy	1,559	1,028	531
medicine	12,682	6,871	5,811
dentistry	1,356	947	409
veterinary medicine	1,270	681	589
other medical sciences	2,242	666	1,576
mathematics and natural sciences	14,521	10,710	3,811
engineering sciences	24,904	22,368	2,536
agricultural sciences	6,561	4,087	2,474
law	29,440	16,617	12,823
economic science	19,993	16,585	3,408
social and natural studies	9,203	4,770	4,433
psychology	8,760	3,222	5,538
educational sciences and adult education studies	4,809	1,101	3,708
other social sciences	1,561	670	891
geography and pre-history	3,933	2,591	1,342
physical education	715	383	332
management science	2,483	1,931	552
other disciplines	1,413	821	592
theological colleges	1,618	1,022	596
business school	621	441	180

1) numbers on 1 December

Source: Reports of the Central Bureau of Statistics, 1988, No. 7873

23.2 Staff in education in 1985/86

The overview available for 1985/86 shows that, out of a total of over 325,000 staff (180,000 men and 145,000 women), 125,000 of them were employed in primary education (ordinary and special schools), 130,000 in secondary education (VWO, HAVO, MAVO and LBO/MBO) and over 170,000 in higher education (higher vocational and university education). This includes non-teaching staff who comprise persons employed by educational establishment to perform services in direct support of education (laboratory assistants, office staff, cleaners etc.).

Employment in education is expressed here in terms of full-time equivalents or full-time posts. With regard to teaching staff, this means that 247,000 persons are employed to fill 189,000 posts. As regards non-teaching personnel, several rough estimates had to be made; the result indicates that about 44,000 jobs are filled by 79,000 persons.

Number of full-time positions in education in 1985/86

	teaching staff		non-teaching staff	
	persons	fte	persons	fte
primary education	88,427	72,996	13,720	3,795
special education	13,961	11,783	9,200	4,097
VWO/HAVO/MAVO	53,361	39,553	9,687	4,800[2]
LBO/MBO	55,931	37,772	10,953	5,500[2]
HBO 1)	15,082	9,504	5,198	2,600[2]
WO 1)	19,821	17,120	30,461	23,161
total	246,583	188,728	79,219	43,953

1) academic and other staff, respectively
2) estimate

Source: Pocketbook of Educational Statistics, 1987.
The Hague, Government Printing Office/Central Bureau of Statistics, 1987.

23.3 Pupils and students from non-Dutch backgrounds in Dutch education (1985/86)

In 1985/86 the total number of pupils/students from non-Dutch backgrounds registered in full-time education was approximately 136,000, 47% of whom were female. This was 1,400 more than in the previous year. In full-time education as a whole 4% of pupils have a non-Dutch background. Higher education in the arts has the highest proportion of non-Dutch students (6.6%). The proportion of non-Dutch pupils in primary education is 5.6%, 5% in special education and junior secondary vocational education and 2.5% in general secondary education.

Over half the number of pupils with a non-Dutch background are of Turkish or Moroccan nationality (33% and 28% respectively). 21% are nationals of an EEC country and 9% are Asian.

Since 1979 the number of non-Dutch pupils has risen by 56%. In 1979/80 there were 87,113 registered pupils compared with 136,276 in 1985/86. During this period the number of pupils of Turkish or Moroccan nationality rose by 76% from 46,839 to 82,525.

Of the 8,401 primary schools, 47% have no pupils of non-Dutch nationality; 39% have 0-10%, while 1% have over 60%.

In special education over half the pupils of non-Dutch nationality attend schools for mentally handicapped or severely mentally handicapped children and 20% attend schools for children with learning and behavioural problems.

Pupils/students from non-Dutch backgrounds by type of school

	1984/85	1985/86	1985/86 compared with 1984/85
	absolute		%
total	134,861	136,276	+ 1.0
primary education	84,429	82,775	− 2.0
special education	4,085	5,042	+23.4
general secondary education	18,501	20,434	+10.5
junior secondary vocational education	19,428	19,139	− 1.5
senior secondary vocational education	2,757	3,181	+15.4
higher vocational education	2,083	2,223	+ 6.7
university education	3,578	3,482	− 2.7

Pupils/students from non-Dutch backgrounds by country of origin

	1984/85	1985/86
Turkey	45,005	44,558
Spain	4,954	4,778
Italy	4,585	4,763
Portugal	2,471	2,264
Morocco	35,253	37,967
Greece	1,147	1,134
Yugoslavia	2,580	2,820
Other	38,866	37,992
Total	134,861	136,276

Pupils/students from non-Dutch backgrounds by country of origin, 1985/86

	primary	special	general secondary	LBO	MBO
Turkey	29,157	1,562	4,945	7,693	872
Spain	2,455	198	1,132	585	226
Italy	2,170	240	1,345	523	264
Portugal	1,420	113	416	210	52
Morocco	26,213	1,642	3,125	6,462	403
Greece	587	46	290	89	50
Yugoslavia	2,047	79	427	194	37
Other	18,726	1,162	8,754	3,383	1,277
Total	82,775	5,042	20,434	19,139	3,181

Source: Pocketbook of Educational Statistics, November 1987
(Ministry of Education and Science)

Pupils and students of non-Dutch nationality in Dutch education 1985/86.
The Hague, Government Printing Office/Central Bureau of Statistics, 1987.

List of abbreviations

AVO	general secondary education
BaO	primary education
HAVO	senior general secondary education
HBO	higher vocational education
LAVO	elementary general secondary education
LBO	junior secondary vocational education
MAVO	junior general secondary education
MBO	senior secondary vocational education
MEAO	senior secondary commercial education
OU	Open University
SO	special education
VAVO	adult general secondary education
VO	secondary education
VWO	pre-university education
WO	university education

ISOVSO	Special Education Interim Act
WBO	Primary Education Act
WHBO	Higher Vocational Education Act
WVO	Secondary Education Act
WWO	University Education Act

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